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THE CONGREGATIONAL CHRISTIAN COLLEGES OF THE SOUTHEAST

THE CONGREGATIONAL CHRISTIAN COLLEGES OF THE SOUTHEAST

BY

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AND

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1946-1947

Christian Education Division
Board of Home Missions
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LETTER OF TRANSMITTAL

April 14, 1947

We are pleased to submit herewith our report of the Congregational Christian schools and colleges in the Southeast. In the opening section of the first chapter of the report, the surveyors present ten specific questions. Answers to these ten questions can be found in the narrative of our report. The facts on which the narrative is based are to be found in the Appendix.

The surveyors wish to express their appreciation for the hospitality accorded to us by each of the schools and for the assistance given by the presidents and for the courtesy of Dr. Thomas Anderson of Central Church, Atlanta, Georgia.

Respectfully submitted,

Samuel C. Kincheloe,
Chicago Theological Seminary

Philip M. Widenhouse,
Board of Home Missions

TABLE OF CONTENTS

	page
CHAPTER I. AUTHORIZATION AND PURPOSE OF THE STUDY	1
CHAPTER II. AREA BACKGROUND: REGION AND SUBREGIONS	6
CHAPTER III. ELON COLLEGE	14
CHAPTER IV. PIEDMONT COLLEGE	24
CHAPTER V. SOUTHERN UNION COLLEGE	33
CHAPTER VI. OGLETHORPE UNIVERSITY	40
CHAPTER VII. ATLANTA SEMINARY FOUNDATION	41
CHAPTER VIII. SUMMARY	43
APPENDIX	

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CHAPTER I. AUTHORIZATION AND PURPOSE OF THE STUDY

Background of Study. In April 1946, a Conference on Higher Christian Education in the Southeast was held in Atlanta, Georgia. This Conference reached the following basic agreements:

Agreements of the Group:

1. That Southern Union, Piedmont, and Elon Colleges have made a contribution to young people and to the areas in which they are located and are needed to give opportunities for higher education under Christian auspices and at a moderate cost to the young people of our churches and of the area in general.

2. That an objective but appreciative survey of higher Christian education in the Southeast is desirable and is favored by the group; that such a survey should cover both the present situations and the future needs from the viewpoint of adequate service in the field of higher Christian education to youth, to the churches, and to the area.

   a. It was agreed that before any plans for such a survey can be made that the survey must be requested by the trustees of each institution with the assurance that its findings will receive very serious consideration.

   b. The group suggested and approved a survey committee to conduct the survey including Philip Widenhouse, Samuel Kincheloe, Eugene Smathers, and Harry Thomas Stock (convenor). The name of Robert Cashman was also suggested later.

3. That a steering committee is needed to plan for the next meeting of the group, to arrange for representation at that meeting from any other parts of the Southeast or any institutions that have shared in this meeting if that should seem desirable, and to cooperate with the Survey Committee in its work. The committee agreed upon are: David Shepherd, Chairman, Thomas Anderson, W. T. Scott, S. M. Penn, Olin Sheppard, and Presidents L. E. Smith, A. R. Van Cleave, and Ross Ensminger from the Southeast and Harry Thomas Stock as a cooperating member.

4. That the financial needs of Elon, Piedmont, and Southern Union for the next five years include endowment to meet requirements of the accrediting agency and to provide income for current

needs, money for new buildings to replace those entirely inadequate, and money to balance current budgets until endowment is adequate. The third could be met in part at least by more full-paying students and scholarship funds for worthy students.

5. That united strategy and action on the part of the institutions of higher learning of the Southeast are essential if the money needed by all is to be secured and that there should be some kind of central committee to work out plans and supervise them and a full-time person to administer the united program agreed upon and to raise funds.

   a. Because of the urgency of the situation, it was agreed that a committee should go to work at once to look for the person to head up a program of united appeal for funds for these colleges as soon as survey findings are made available and approved by the institutions. Committee: L. E. Smith, Chairman, Ross Ensminger, A. R. Van Cleave, David Shepherd, Thomas Anderson, S. M. Penn, W. T. Scott, Olin Sheppard.

   b. It was thought by this group that expenses of such a united program would be met from the money raised, with perhaps some initial funds provided by the cooperating institutions on a proportionate basis.

6. That a first step is for the heads of the three institutions to confer with their trustees regarding the survey and cooperative program to secure funds; the next, for the three presidents to meet and discuss a plan of action that would be acceptable to all and further the united approach approved by this group.

7. That the Steering Committee might make a proposal to the Board of Home Missions at its June meeting, outlining an over-all plan for the united appeal for funds and for adequate financing of the institutions.

8. That the holding of Conditional Gifts for an institution by the Board of Home Missions when desired by the donor was favored providing such a plan can be arranged with the Board.

9. That the Superintendent of the area in which an institution of higher Christian education is located is the agent of the denomination for contacts with that institution as well as with the churches of the area and that he should be consulted on issues as they arise.

10. That pastors and Boards seeking gifts for educational institutions from Congregational Christian churches or donors should

be confident that the institution can qualify at such points as the following:

a. That the institution has a sound financial program and follows good business practices that promise that its work will continue. Assurance of perpetuity is important to donors.

b. That the institution meets approved educational standards within the category of educational work in which it is attempting to work; that it is an accredited institution or is making definite progress toward achieving such standing with an accrediting agency.

c. That the attitudes of the faculty and the whole influence of the institution upon students are Christian.

d. That the institution is closely related to the church and is making a contribution to the training of ministers and lay leadership for the church and to the development on the part of young people of a growing appreciation for the church and its work.

e. That the institution is endeavoring to make a constructive contribution to the community in which it is located.

11. That students in the Southeast desire credit courses that will prepare them for their vocations, give them help in earning a salary that will insure an adequate standard of living, enable them to prepare for teaching and qualify for teaching certificate, and enable them to go on to other schools for further study; that junior colleges should provide general education for those who will go no farther in college as well as a curriculum for those who wish to complete college and possibly graduate work elsewhere; that there are values in supplementing such credit courses by trade courses in such areas as agriculture, home economics, and commercial subjects, and by the demonstration of good practices in as many phases of life as possible during college years including the labor that the student does, observation of college surroundings both within buildings and grounds, community projects, and so on.

12. That there would be great values in some plan whereby scholarship funds could be provided by the churches and awarded annually to promising young people in the churches of the area and that such a plan should both increase the interest of the churches in the college and secure good students who would profit from a college education and who might become leaders in the churches of the area.

13. That, in the light of a brief statement regarding the work of Thorsby Institute, Dr. Fred Ensminger, a trustee of that institution, be asked to ascertain if that institution would like to be included in the survey suggested, especially if there is a possibility that it may become a junior college. The suggestion was also made that Pleasant Hill might be included in the survey.

14. That the group study the opportunities offered to students at Oglethorpe University and view with an open mind any possible future relationships between this institution and the Congregational Christian churches.

Scope of Study. In response to the request that an objective survey be made of higher Christian education in the Southeast, Dr. Samuel C. Kincheloe of the Chicago Theological Seminary and Rev. Philip M. Widenhouse of the Board of Home Missions agreed to carry out the study. The major objectives of the survey were to be to analyze the present situation in each school, their financial strength, educational program, church-college relationships, student constituency, area needs; and to analyze the future situation for each school from the point of view of adequate service in the field of higher education, adequate service to the churches and adequate service to the areas in which the schools were located.

Particular Problems and Questions. The survey attempted to find solutions and answers to the following problems:

1. Is there a clear need for each of these institutions from the point of view of the young people in the immediate geographical area? from the point of view of the Congregational Christian churches of the area?

2. What are the minimum financial needs of these institutions individually and collectively for the immediate future? for the long-time future? and from the point of view of continuing the type of program at present carried on? from the point of view of an expanding program?

3. What are the prospects that these financial needs could be met through the initiative of each institution separately, or with the support of the churches in the area and churches beyond the Southeast, or with the aid of Board of Home Missions?

4. Can it be demonstrated that these schools are providing ministerial and lay leadership for our churches in the Southeast, or for any church in the Southeast? Do they send graduates back to the churches prepared for community and church leadership?

5. If the present academic and financial level is maintained, would the denomination be justified in giving its approval to the schools?

6. What is the educational policy and program of the church? of the school? To what extent is the school ministering to the community needs? What adaptations in curriculum or program might be made to more adequately serve the area?

7. What is the particular Christian influence of the college insofar as its program and policies are concerned?

8. What is the nature of the student body? From what types of homes do they come? from what areas? Would they have ample opportunities for education in other schools?

9. What about the plant and equipment, buildings, grounds? Are they adequate to serve under present enrollments, or under expanded enrollments?

10. The faculty background, training, academic qualifications, denominational membership and general all-around ability to serve in a Christian college.

These are just a few of the questions and problems which were in the thinking of the Committee requesting the survey. The answers to all of these questions are, of course, not available, but consideration is given to all of them by the surveyors in field visitations, interviews and statistical procedures.

[illegible]

CHAPTER II. AREA BACKGROUND: REGION AND SUBREGIONS

Region, Defined. Through the works of the University of North Carolina School of Social Research, excellent progress has been made in the analysis of the United States by regions. According to Odum, the Southeast Region consists of Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas and Louisiana. The region is characterized by high percentage of illiteracy, high percentage of farm tenancy, low per capita income, high birth rates and high percentage of farm population.

Population Analysis Related to Educational Needs. John V. Van Sickle, in his book "Planning for the South,"[1] states:

> "For at least a generation to come the Southeast promises to be the great population reservoir to which the whole country must look for any further growth. Less than five per cent of the total number of counties in this area had net fertility rates (1929-31) below or within the 50 point range within which their state maintenance rates fell. By the way of regional contrast, just one-half of New York's counties fell below the state's maintenance figure. . . . In over seven per cent of the counties in the Region population would double in a generation in the absence of migration, whereas, in New York state, the county with the highest fertility rate showed an excess of only 45 per cent above the state maintenance rate.[9]"

9. Calculated from Data in ESTIMATES OF FUTURE POPULATION BY STATES, op. cit.

The population in the Region is a young population, with consequently greater tasks of education than other areas. The South possesses 1,034 children under fifteen years of age for every 1,000 adults; the North has only 782 children to every 1,000 adults. Granted equal resources, the edu-

1. Van Sickle, John V., PLANNING FOR THE SOUTH, Vanderbilt University Press, Nashville, Tennessee, 1943.

cational task per adult is much greater in the South. The National Resources Planning Committee estimates that in some parts of the country the supporting group carries a burden of young dependents that is more than twice as great as that in other areas. It is the farming environment which conditions a high birth rate, and the South is still predominately agricultural.

Most of the states in the South are at the point of urbanization where northern states were fifty years ago. For example, Virginia had the same percentage urbanization in 1940 as Ohio had in 1890. Moreover, the low density population of an agricultural area operates to make the education task more difficult. The proportion of one- and two-room schools is much greater in the South by virtue of the inaccessibility of many areas. Tennessee and north Georgia would be illustrative of areas with inaccessible communities. Eleven Southern states, possessing one-fourth of the nation's population, have and must educate one-half of the nation's farm children. Rupert Vance quotes from a study made by Fanny Wyche Dunn to the effect that Minnesota has 440,000 greater population than Alabama but Alabama has 312,000 more farm children.

The unequal distribution of pupil load assumes serious proportions when it is examined in relationship to economic resources and income levels. The per capita income by regions shows that the Southeast has an income of approximately one-half that of the Northeast. (see Appendix I) Such disparities in levels of living and income are inevitably reflected in wide regional and community differences, in school efficiency and educational opportunities.

Segregated School System. Furthermore, the biracial segregation cuts across the institutional plane dividing the cultural institutions into two sects. The dual education then functions to lower the effective density of the population. Thus, it happens that Mississippi ranks as the first state in the percentage of her population (33.8) enrolled in schools and last in days of at-

tendance in schools (98.1).

Mobility of Population. The educational implications of mobility of population have too often been ignored. In common practice education has been considered to be a problem of local concern. With the degree of mobility that has characterized the American people in the past, and is likely to continue in the future, the cultural and intellectual level of any region has its influence beyond the development of every other region. For good or ill, people share in the social, economic and political life of the communities in which they spend their mature years. They carry with them the knowledge or the ignorances which have been a part of their background and training. They carry with them their occupational adjustability, or lack of it. They carry with them their ability, or inability to participate wisely in the determination of social policy. They carry with them the cultural traits, mores and traditional prejudices of their areas.

The end result is a conflict between cultural backgrounds and a fusion of mores. The final result of this interpenetration of culture has not yet been determined. The extent of this interpenetration is apparent from the Federal Census Report of 1930 (see Appendix II). In 1930, there were 3,884,000 white persons born in the Southeast and living outside the region. There were 1,230,000 white persons living in the Southeast who were born outside the region. Thus, there was a net loss through migration of 1,861,000. The loss for the Negro population of the Southeast is even greater. In 1930, there were 1,905,000 Negroes born in the Southeast and living outside the region, while there were only 64,000 Negroes living in the Southeast who were born outside the region.

In the light of this factor mobility, it is quite clear that education becomes a national concern. It is further clear from the foregoing regional analysis that the unequal distribution of child population and the unequal dis-

tribution of economic resources are responsible in large part for the shorter school term, the inadequate teaching staff, low percentage of children of school age attending, less per capita expenditure for students and inferior curriculum to be found in the Southeast Region. It is also clear that the ultimate solution to this basic problem must be found in the total resources of the nation. The Educational Advisory Committee of the Government, Odum, in his "Southern Regions of the U.S.," the National Resources Planning Committee in their study of population problems, all emphasized the fact that perhaps subsidy from beyond the region must be necessary to make up the differences.

Educational Participation. Rupert B. Vance states in "All These People"[1]:

> "As our culture has grown more complex the type of education has changed, and an evergrowing portion of the population has been subjected to longer periods of formal training. The transition from a frontier and agrarian society to a highly technical civilization has not only made this transition inevitable but has given the Nation the surplus wealth, public and private, with which to implement the change. Furthermore, increased urbanization has tended to make mass education possible by providing sufficient density of population to insure local tax support and to allow for the assembly of children in optimum numbers for instruction. For these reasons, if for no others, our city schools have long been able to offer a more adequate program than any but the most advanced rural schools.
>
> "Regional variations in educational attainments are still very great within the United States. With the completion of the 1940 Census we are able for the first time to determine the number of school years completed by the adult population by State and regional areas. Table 111 indicates that exactly half of our population aged 25 and over have had no more than 8.4 years of school and half have had more. Women have done better than men, city dwellers than farm people, and whites than Negroes. White men in cities attained the highest median years in school, 9.9; Negro men on farms the lowest, 3.7 years. Women have gone farthest on farms and in cities where white women have attained a median of 9.9 years as compared with 9.4 for white males. In the country farm boys drop out of school before girls, but in the cities a greater number of men go on

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1. Vance, Rupert B., ALL THESE PEOPLE, University of North Carolina Press, Chapel Hill, North Carolina, 1945

to university and professional training. Rural nonfarm people stand between urban dwellers and farm people in this respect."

"A good idea of the proportions who go on to higher education can be secured by relating college and university enrollments by States to the population of college age, 19-22. This measures the facilities for higher education in each State, but takes no account of the number of southern students who attend college outside their region or the many who come into the region for their education. Thus the index is not an adequate measure of proportions going on to higher education in each State; to some degree it measures the extent to which some States may depend on others to carry on the task of education for them.

"No one can presume to say what proportion of the Nation's youth should attend college. For the United States in 1937-1938 it appeared that college enrollment was approximately 14.4 percent of youth of both sexes aged 19-22. The greatest devotion to higher education existed in the Far West, where one-fourth of the youth of college age were enrolled. The least was found in the Southeast where 9.4 percent were enrolled. The Southwest is the next lowest with 13.4 percent enrolled. Utah shows the highest enrollment, 27.6 percent; Mississippi, New Jersey, Arkansas, and Delaware the lowest, ranging from 6.9 to 5.6 percent. We can, no doubt be safe in assuming that a higher proportion of the youth of New Jersey and Delaware secure college education elsewhere than those of Mississippi and Arkansas."

"There are two bases it would seem to the community's ability to hold its young in high school: one is to be found in the economic status of the community, the other in the curriculum offered and the teaching methods employed. Low economic status means both the inability of the community to provide good schools and the inability of the individual pupils to attend beyond minimum requirements. Communities of low economic status thus tend to perpetuate themselves - a fact that will be shown later in the analysis of rural areas in the Southeast. The other basis rests on educational policy and results from the failure to adjust the high school curriculum to the needs, interests, and capacities of the youthful population it is to serve, as well as the failure to adopt newer practices based upon scientific findings as to how people learn.

"The task of education obviously is only begun with the enrollment of the population of school age. Certain questions may serve to indicate how well the school performs its task. Do pupils attend school regularly? For how long a term does the school function? How well are teachers trained? How well are the schools supported? The answers to these and related questions will serve to make clear the relative position of the Southeast.

"For the nation in 1938 the average daily attendance was 85.8 per cent of the total enrollment in public schools. In this respect the States ranged from 92.6 percent in Michigan to 76.9 percent in Arkansas. The Southwest had the worst record with 79.6 percent, the Middle States the best with 89.5 percent. Attendance in the Southeast was only 81.2 percent of enrollment, and only in Kentucky and North Carolina did it exceed the national average.

"The average number of days attended by each pupil enrolled reflects the length of school terms and is affected by weather, health, and transportation conditions. In 1938 the average number of days attended by pupils enrolled in the Nation's public schools was 149.3, approximately 7.46 months. Ohio led with 166.3 days and Mississippi lagged with 109.7 days. The Northeast and the Middle States had the same high average of 159.3 days while the Southeast averaged only 131.2 days of attendance. Since most schools in the Southeast have only eleven grades, this means that high school graduates of the region have spent almost three years 468 school days less time in school than graduates in the Northeast and Middle States."

"One important measure of the adequacy of the school system is the average number of pupils to each teacher, the pupil-teacher ration. Crowded schoolrooms mean that teachers are forced to give less guidance and individual attention to the pupils in their charge. In 1938 the Nation had 25.4 pupils in average daily attendance to each member of the instructional staff. By States the pupil-teacher ration ranged from 13.4 in South Dakota to 32.5 in North Carolina. The Northwest had the lowest ratio, 19.2, the Southeast the highest with 27.9 pupils for every teacher. While the economic explanation is valid here, some weight must be given to the trend toward consolidation which has greatly reduced the number of small rural schools in the region."

Dr. Howard W. Odum[1] closes the section devoted to Southern education with a statement of recommendations for Southeastern education. In this statement he indicates the part which denominational colleges have played in the development of higher education in the South. (Underscores are the writers'.)

"Some of the notable features of southern education which have reflected distinctive quality and culture character and have motivated the region are the extraordinary

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1. Odum, Howard W., SOUTHERN REGIONS OF THE U.S., University of North Carolina Press, Chapel Hill, North Carolina, 1939

amount and quality of work and achievement done under these circumstances. This has been reflected especially in the output of graduate students for other institutions, South and North, of educational and religious leaders of the smaller colleges; and in the educational ideology of southern culture. The denominational colleges in particular, for both men and women, are examples. The denominational colleges for women have been particularly articulate in preserving and developing the southern culture. Because of the multiplicity of smaller colleges and their significant part in the past, because of diminishing financial support, and of the changing trend toward state education, the problem of standards and consolidation appears to be an imminent one."

A significant factor in the whole educational task of the South is the problem of migration of students. One of the cultural revolutions going on in the nation is the increasingly large number of students from other regions attending the universities in the South. (The proportion of students by regions attending schools in the Southeast is shown in Appendix III.)

For all schools and colleges in the Southeast 10.9 per cent of the students comes from other regions. Nine and eight-tenths per cent comes from outside of the state in which the school is located. In the larger universities of the Southeast, a total of 30 per cent of the student enrollment comes from outside the state in which the university is located.

At the present time, in the South a higher proportion of high school graduates are going on to college than in any other region. However, the point of great need in the South is the fact that the loss occurs not after high school graduation but prior to graduation. Percentage of students enrolled in high school who graduate four years later is the lowest in the Southeast. (see Appendix IV)

Public school enrollment is lowest for the South. Variations by states reveal the regional characteristics. The two maps "Regional Variations in High School Enrollment" illustrate. (Appendix V)

Subregions. Eleven states of the Southeast form what constitutes a major region. However, within the confines of the major regions there are definite sectors or subregions. The institutional pattern of the Southeast conforms to the social and economic indices which mark the boundaries of the subregions. The locations of our own schools follow the pattern of the subregions. There is very little overlapping of student body and also very little overlapping of program to suit the respective subregions.

Elon College is located in the subregion characterized particularly as the "tobacco belt" in eastern North Carolina and Virginia. This area is highly industrialized and at the same time has a large proportion of population rural.

Piedmont College is located at the southern tip of the mountain range which characterizes a second subregion of the Southeast.

Southern Union College is located in the eastern part of Alabama in a rural setting. This is part of a third subregion.

Any consideration given to areas of service by these institutions must take into account the boundary lines of the subregions in which they are located. This is particularly true insofar as any proposed relocation or merger of the institutions is concerned.

CHAPTER III. ELON COLLEGE

Historical Background and Purpose. Elon College was founded September 1889. Its doors were opened for the enrollment of students September 1890. It is a four-year, liberal arts college, co-educational. Elon College was founded by the Southern Christian Convention, now Southern Convention of Congregational Christian Churches, and has been supported by the Convention through its entire history.

When the Southern Convention was organized, it included the Christian Churches in Virginia, North Carolina, Georgia and Alabama. With the merger of the Congregational and the Christian Churches, the Convention area was changed and it now includes only the Congregational Christian churches in the states of North Carolina and Virginia. There are 197 churches in the Convention with a total membership of more than 32,000.

Elon College was founded to provide higher Christian education for the young people of our Church and other churches under moral and religious influences. "It is not the purpose of the College to change or uproot honest faith in any heart, but to afford to every individual opportunities for moral development and spiritual advancement.

"The Church under whose auspices Elon College was founded and has been maintained has always believed in Christianity as the way of life, not as a system of theology or a body of doctrine. The College feels that Christianity is the basis for the student's way of life at Elon and in the years to come. The College seeks through education and example to preserve and develop religious values as a means of developing Christian character and safeguarding civilization."[1]

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1. From Elon College Catalogue 1946

Control of the College. Elon is owned and operated by the Southern Convention. The Southern Convention nominates the members of the Board of Trustees. The Board is a self-perpetuating body and elects its successors. The Board is the final authority in the disposition of all matters of government and administration.

The president of the college is the resident agent of the Board and is responsible for administrative policies and plans for the advancement of the college. The president also makes a special report to the Southern Convention. The following report was made to the Convention in its session in October 1945. (I do not know whether this report is a matter of requirement or whether it is voluntary on the part of the president, but it is given each year.)

> "We call your attention to the progress of Elon College through the years. Founded by the Southern Convention in 1889, the College has grown to be one of the more important institutions of a Christian higher education in the South. At times the going has been hard, from a financial standpoint, and yet it is not easy, but in recent years with the generous assistance of the Church, Alumni and friends, the College has been cleared of its debts, some needed improvements have been made and a hopeful attitude for the future created.
>
> "Elon College is our college, our training school, for our young people and our ministers, missionaries and Church workers in particular. The present enrollment is 420. Of this number there are about 100 members of the Congregational Christian Church. Five young men are training for the ministry and three young women training to be full-time Christian workers. Three young women are preparing for mission work on the foreign field. We are proud to have these fine young people from our own denomination. The only regret is that we do not have more of them. The opportunity for our own young people to attend our college should be stressed in our homes, our Sunday Schools and churches--not only for the good of the college, but for the benefit of the young people themselves, and particularly for the growth and future of our Church.
>
> "Our Conference is greatly interested in the campaign to raise $100,000.00 for the establishment of the 'Staley-Atkinson-Newman Memorial Foundation for Christian Education' in Elon College. This foundation will strengthen the Chris-

tian Education Department, and through this department to make helpful contributions to the local church. The Eastern Virginia Conference wants to do its share. Each local church has been asked to secure an amount equal to ten times its conference apportionment for the college in 1943. To date $40,000.00 has been secured from the churches or members of the Church for the Foundation. Thirty thousand dollars of this is in cash. Two churches in our Conference have definitely obligated themselves to do their share. Who will be next? This $100,000.00 is a part of THE MILLION DOLLAR CAMPAIGN. Approximately $200,000.00 on the larger campaign has been secured in pledges, cash $106,000.00"

Financial Status of the College. The present budget of the college is approximately $100,000. Income from student fees are approximately $48,000; income on endowments, $22,000; and the Southern Convention annually appropriates $12,000 for the school, leaving individual gifts to be secured by personal appeals of approximately $20,000. The school has had a balanced current budget every year since 1935. At the present time it has no indebtedness. The normal economic unit of the school would require a budget of approximately $125,000. The college is planning to expand its Department of Christian Education, which would add to the financial burden.

A complete financial statement of the college is shown in Appendix VI. It reveals that the plant is valued at over one million dollars and an endowment of $317,000, plus a Southern Convention note of $250,000, making a total endowment of $567,000. In addition to these resources, the school has in process a campaign to raise one million dollars, a Staley-Atkinson-Newman Memorial Fund. At the present time the total assets including pledges from this campaign are $227,000.

Program of the College. The program follows the traditional pattern of the liberal arts college, and includes pre-ministerial, pre-medical, pre-dental, pre-law and pre-engineering courses for students who plan to go on to other colleges for graduate degrees in these fields. The school also offers one- and two-year secretarial courses.

The Department of Sociology has only one person in it, Dr. Bowden, who is

also dean of the college and serves in the Department of Philosophy and Religion and in the Department of Mathematics. There are only three courses in sociology and Dr. Bowden teaches them all: a course on introductory sociology, one on current social problems and one on rural sociology.

There is no department and no courses are offered in the field of agriculture. With the school in a rural setting, serving students from villages and towns from the rural section of the region, it seems that the curriculum should be adapted to the regional environment. There is only the one course in rural sociology, which is not adequate to orient the farm student to his environment.

There is no department of political science in the curriculum. There is one course on American government and politics offered in the Department of History. There is also a course in the history of democratic ideas and institutions in this department. A more balanced offering in the field of social sciences might be secured if a department of social science were organized to include history, sociology, psychology and social psychology.

It seems that the major emphasis of the curriculum is directed toward business administration, teaching and, perhaps, graduate work for students in the professional fields of medicine, engineering and religion. The college provides an additional service of specialized departments, such as music, home economics, art and physical education.

It is apparent that the function of the school as a Christian college is exercised not so much in the curriculum setup but in the relationships between faculty and students and the general environment of a Christian setting. There is compulsory chapel attendance and compulsory church attendance on Sunday morning. Also the relationship of the school to the Southern Convention of the Congregational Christian Churches is evidence of the extent to which the school is a church college. A survey made by the Southern Convention in 1946 has the following statements:

"The administration of the college has always willingly placed the facilities of the college at the disposal of the churches for leadership training programs."

"Elon College has for many years provided the majority of both ministerial and lay leaders of the Convention. The college is now conducting a campaign to raise $100 thousand dollars through the churches with which to establish a department of Christian Education."

"Approximately 12 per cent of the apportionment dollar contributed by the churches of the Southern Convention goes to Elon College."

"The Higher Education program sponsored by the Convention centers in Elon College."

The school cooperates with the Church in holding an annual workers institute in the middle of the year for ministers and laymen of the Southern Convention. The school also provides facilities for the summer youth conferences of the Convention.

Equipment and Plant. The Elon campus has ten buildings, five of comparatively recent modern construction, erected following a fire in 1923. The buildings are colonial in architectural design and fire-proof, completely modern. The other five buildings are older and below standard.

The men's dormitory which houses the gymnasium is definitely outdated and needs to be replaced.

The East Dormitory is the only original building left on the campus. It is used as a dormitory for women. It has been completely overhauled and fitted up with modern conveniences.

The South Dormitory is a make-shift from the old Publishing House. The building has been renovated and has been used to house fifty men.

In addition to the major buildings, the school has purchased a former dwelling which is known now as Club House, a one-story frame. It has accommodations for eighteen men.

Another large old building has been remodeled and has been used as a dormitory, called Oak Lodge. A fourteen-room home is now known as West End Hall, being used as an apartment house for faculty members. A nine-room house has been remodeled for faculty members, known as Carlton House.

Of course, these are used to maximum but they are below standards for an efficient college plant. The president, in his report to the Southern Convention, stated that the power plant is also beyond use and that the school needs a new gymnasium if they are to meet state requirements.

The school has no adequate dining-room facilities at the present time. The dining-room was destroyed by fire and now there is a make-shift arrangement, using what was once auditorium space in the Christian Education building.

At the present time Elon has been assigned a group of government surplus temporary housing units for married veterans. These are full. There are 208 veterans enrolled in the college.

The college has in its expansion plans projected the erection of four new dormitories with a capacity of 100 each.

Personnel. The 1946 college catalogue indicates a faculty of thirty-four members. However, due to the enlarged enrollment, there have been many additions to the faculty which are not included in the following analysis.

Of the thirty-four faculty members, seven (20.6 per cent) hold Ph.D. degrees. Sixteen (47.1 per cent) of the thirty-four hold masters' degrees and four of the sixteen have done further graduate work but have not completed doctorates. Nine (26.4 per cent) members of the faculty have only A.B. degrees. Six of the nine have done further graduate work but have no other degrees. There are two faculty members listed without any degrees, one an instructor in dramatics, part-time, who has done special dramatic work, and an instructor in Spanish. (Appendix VII) Eleven of the thirty-four faculty members are graduates of Elon College.

Most of the members of the faculty are affiliated with the local community church housed in the college chapel and which is affiliated with the Southern Convention. It is the policy of the school to hire only faculty members who profess to be Christians.

Relationship to Other Schools. The area served by Elon College consists primarily of the counties in North Carolina in which the Christian Church is strongest and a section in Virginia where the Christian Church has great strength. In this immediate area of North Carolina, the University of North Carolina, Duke University, Guilford College and Greensboro College for Women are located. The University of North Carolina has three major branches: N.C. State at Raleigh, N.C.C.W. at Greensboro and the old U.N.C. at Chapel Hill. Guilford and Greensboro College for Women are denominational schools, Quaker and Methodist, respectively. Duke University is Methodist in background.

The Elon student body is a selected student group since the school is scarcely in competition with the other institutions of the area. Elon students are accepted if they have excellent records without question at the major universities in the area.

At the present time, so far as ministerial students are concerned, the Southern Convention has a working agreement with Duke University by which the University is recognized as an official seminary for ministerial training. There is a scholarship arrangement for Congregational Christian ministerial students in cooperation with the Duke school. Therefore, Elon graduates in this field normally go on to Duke. In other fields they go to the University of North Carolina and to other graduate schools.

Student Constituency. In connection with the analysis of the student body, a questionnaire was filled out by 506 students. The following is a summary of the

facts from this questionnaire. (Complete tables are included in the Appendix, Nos. VIII - XV.)

Elon: Student Enrollment - 506

1. 74.9 per cent of the student body of Elon comes from North Carolina. One-half of the student body comes from six counties in which our Congregational Christian churches are concentrated. 29.2 per cent of the students comes from Alamance County, in which the college is located.
2. 2 per cent of the students comes from other southeastern states outside of North Carolina and Virginia. 8 per cent of the students comes from states outside of the region (10 students, or 2 per cent, coming from New Jersey).
3. The largest percentage of students (29.3) comes from rural areas. The next largest group (21.3 per cent) comes from small cities, from 10,000 to 25,000 population. Only 13 per cent comes from cities over 25,000.
4. The denominational background of the students shows Methodist, 25 per cent; Baptist, 24 per cent; and Congregational Christian, 21 per cent. 85 per cent of the student body are church members.
5. 35 per cent of the students indicated a great interest in religion; 61 per cent mild; and 4 per cent no interest at all.
6. 25 per cent of the students did not expect to graduate from Elon. One-fourth of the students expected to do postgraduate work.
7. 80 per cent of the students indicated a chosen vocation.
8. The vocational distribution showed the highest number for the field of business, 112; teaching, 47; engineering, 46; religion, 38. The 38 selecting the field of religion are divided between 18 students for the ministry, 17 in the field of religious education, 2 who expected to be foreign missionaries and one checked "religion," without indication.

It is significant that only two students checked farming as a vocation

(a check shows 148 students coming from farms). Only one student chose social work and only one student chose government as a career, and government is one of the most important factors in American life today.

9. The vocational distribution of the rural students shows 148 coming off the farms, which indicates that the farm is producing a larger percentage of the teachers, doctors and religious workers. The rural students constitute 27 per cent of the student body and 45 per cent of those who plan to go into the field of teaching; 36 per cent of those who plan to go in medicine and 32 per cent of those who plan to go into religious work. Only 3 of the 148 students coming off the farm will have relationship to rural life after finishing school: two veterinarians and one dairy farmer.

10. 35 per cent of the students came to Elon because of its proximity and its convenient location. 11 per cent came because it was a small college. 8 per cent came because of family connections. 5 per cent came because it was a church college and 5 per cent came because of the curriculum presenting desired courses.

11. A study of student aid shows 155, or 31 per cent, of the students having some additional help other than G.I. Bill of Rights: 37 scholarships, 104 student work and 14 who have both scholarship and student work.

12. Only 13 students, or 2.5 per cent, indicated insufficient amount of money in view to complete the year's work. 4 per cent were uncertain.

13. There is an average of 3.1 brothers and sisters per student at Elon.

Church and College Relationships. As has been stated before, the school is owned by the Southern Convention and is the official college for ministerial training and leadership. The Convention and the school work together in summer youth conferences, in the workers institute for ministers and laymen held during the middle of the year, and have joint occupancy of office space on the Elon campus.

Furthermore, the school constantly is aware of its task in providing competent leadership for the local church. The extent to which the school is successful in this job is unknown. The school also, through its ministerial students, frequently provides pastoral leadership to surrounding rural churches on a field work basis.

An analysis of the ministers now serving in the Southern Convention churches shows that 58 per cent of them had attended Elon College. (The academic training of the ministers is shown in Appendix XVI.)

The Southern Convention is represented on the Board of Trustees and nominates that board. It contributes substantially to the current budget, and a large proportion of the funds raised for capital investments through individual contributions comes through the membership of the Southern Convention. The school has been a vital factor in the life of the church and is a genuine center and rallying point for the Convention.

Needs of the College. Four new dormitories, a new power plant, adequate diningroom and a new gymnasium are needed in the plant. The school needs an additional $25,000 a year in gifts to maintain its present budget.

CHAPTER IV. PIEDMONT COLLEGE

Historical Background and Purpose. The following historical sketch taken from the bulletin of Piedmont College gives the background of the school:

> "The College was first chartered on September 10, 1897, as the J. S. Green Collegiate Institute. Two years later the name was changed to J. S. Green College and in 1903 to Piedmont College. Dr. Spence, the founder, became the first president. The name J. S. Green was given to honor Judge J. S. Green, one of the early settlers of Demorest who gave his home and adjacent land to the College at the time it was founded. The College was under the direction of the American Missionary Association of the Congregational Church for a number of years and received large donations to its support. The College later became an independent institution under its own board of trustees. However, its chief support continued to come from Congregational sources. Through the efforts of President M. B. Dana the College was recently re-established as an official Congregational College. Although related to the Congregational Church the College has always been non-sectarian in its emphasis. Its student body remained comparatively small in number; however, it has given annually to society a thoroughly trained group of graduates who have attained success in many fields."

When the school was originally organized, there was some thought in the minds of the early founders that Piedmont would serve as a central college for the graduates of ten Congregational mountain schools. Since that time, these mountain schools have closed, except for the Campbell Folk School and Pleasant Hill Academy, now part of the AMA schools.

There is no definite statement of purpose in any of the catalogues or bulletins from the school other than a statement of emphasis on a Christian education and a statement that the school is committed to a democratic way of life.

Control of the College. The school has an independent Board of Trustees consisting of twenty-four members. There is an agreement that a certain number of these shall be from the Congregational Christian fellowship. The actual administration of the school is in the hands of a small executive committee of five mem-

bers, three of whom are Baptist and two who are Methodist. They are all local people in the immediate area. One is a Baptist minister, whose church makes an annual contribution of $1,000 to a small Baptist institution and makes no contribution to Piedmont College. At the present time, fourteen of the twenty-four members on the Board are Congregationalists. However, most of them are not in the area and have little to say about the actual administration or the policies of the school.

Financial Status of the College. The most important single problem facing Piedmont today is that of finances. An analysis of the financial report of the last completed fiscal year June 1, 1945 to May 31, 1946, shows total expenditures for the year of $93,912.95. Income for the year was only $77,766.14. Therefore, the college was operating with a deficit of $16,146.81. Income from student fees was approximately $19,000; $9,000 from endowment income; $17,000 from donations; $31,000 from auxiliary enterprizes (dining-hall, residence hall, etc.). The school would have needed from donations $33,000 to have balanced its budget for the year. In the present academic year, with student enrollment considerably increased, fees from this source should be larger. The auxiliary enterprizes would remain about the same and needed donations would, therefore, be a little less.

The president states that the normal economic unit for Piedmont would be an enrollment between 225 and 250. In the present academic year, the enrollment was 234. Therefore, this operating year should be a fair guide as to whether or not the school can balance its budget with this enrollment considered to be a normal economic unit.

It is estimated that an instructional staff of twenty can provide for the needs of the student body this size. It is estimated that 250 students, paying an average of $250 per person per year would mean a gross income for the school of $62,000. With this amount, with income from endowment and with income from dona-

tions, the school could balance its budget and begin to make small payments on its indebtedness.

The financial picture of the school is none too good when a close analysis is made of the Endowment Fund and the general use to which it is put. For several years the school has operated in the red. Funds have been taken from the Endowment Fund to pay current bills. The investments of the Endowment Fund show $45,000 in U. S. Bonds, $5,000 in municipal bonds, $7,000 in railroad bonds, and $19,000 as a first mortgage on the college itself, less than $1,000 in preferred stock and $7,000 in common stock. In addition to these investments, there are notes receivable from the Cornelia Hardware Company, owned and operated by a member of the Board of Trustees of the school, in the amount of $6,000. These notes are long overdue, and no interest has been paid on them.

There are other personal notes from individuals in the area in the amount of about $4,000. Since 1942, the Endowment Fund has invested in notes receivable from the college a total amount of $56,200. These notes are all payable on demand. No interest rates are indicated in the audit.

The Scholarship Fund, which is restricted, also has a bond secured by first mortgage on Piedmont College for $22,500. The balance sheet of Restricted Funds shows that the Scholarship Fund is due from General Fund $3,966; the Roberts Hall of Science Fund also has due to it from the General Fund $2,380. The other Restricted Funds has due it from General Fund $1,504. That represents current debt. The school has a total of current liabilities of $68,637.22; fixed liabilities of $56,550. The school has current assets of $20,000, and fixed assets of $214,804 (land, buildings, library, farms, equipment, less allowance for depreciation).

A summary of the financial picture is somewhat like this: General Fund, $110,000. This General Fund includes all the assets of the school: building, grounds, etc.; Restricted Funds, $55,000. These are scholarships, loans, etc., and it is to be remembered that these Restricted Funds have a total investment in

Piedmont College of $22,500; Endowment Fund, $159,264, of which $75,500 is invested in itself; Trust Fund, $40,000. These funds cannot be touched by the school, and the income is to be used for the school at the discretion of the Board of Home Missions.

Program of the College. The Piedmont curriculum is modeled somewhat after the University of Chicago undergraduate system of a few years ago. The school has adopted a curriculum which, in its own mind, will serve to produce "personal and social competence in the individual." Curriculum materials are chosen which would be definitely related to the expressed needs of the student and which will prove functional in life situation.

The college, following the Chicago pattern, is divided into junior and senior divisions. The curriculum of the junior division is supposed to give competence to the language and arts and to provide a broad foundation through the understanding of problems facing man in this modern world. These purposes are supposedly accomplished through integrated materials in the form of survey courses. The curriculum of the senior division is planned to provide a mastery of one special field together with an understanding of one or more related fields.

An excellent example of the curriculum in action is shown by the courses offered in the field of history. The department opens with a survey course on "Man and His Civilization." It is patterned very closely after the "Humanities and His Survey" of the University of Chicago. It includes a study of art, literature, philosophy and religion of the principle civilizations of the world, according to the catalogue, all the way from "pyramids to the atomic age." Another example: in the field of mathematics, the student begins with a course in "Functional Mathematics," to give the student fundamental mathematical skills and conception necessary for meeting practical personal problems and, again, according to the catalogue, "for the intelligent reading of newspapers and magazines." The

Department of Language and Literature begins with a survey course on "Man and His Language."

The emphasis of the school can be seen in the curriculum which has more and better courses in social sciences, physical and biological sciences and business administration.

Equipment and Plant. The school has only two buildings which are definitely erected as college buildings. One is the new library, which is of modern monolithic concrete, centrally located on the campus and offers a very attractive place for study. It is by far the best building on the campus. The second building is the Cora A. Babcock Hall, which is a new fire-proof dormitory for men. None of the other buildings were originally erected as college buildings. In the past the school has used this fact very effectively in securing funds.

There is a four-story concrete dormitory for girls, with the college dining-hall on the first floor. This building was formerly an old hotel, now called Commons Hall.

College Hall is a three-story concrete building containing recitation rooms, college offices and biology laboratory. This is part of and adjacent to Commons Hall.

There is also a two-story dormitory for girls, Campbell Hall, which is frame and very much outdated.

There is an old frame auditorium which seats 600 people, containing a stage which is also used for the basketball court. Beneath the basketball court are rooms of the home economics department. The building is a make-shift affair and needs replacement.

A science laboratory is a two-story building which was frame, residence, and is now used for chemistry and physics. This building is very old and inadequate.

The College Building, containing the offices of the president, treasurer and business manager, at one time was a stable for the horses and carriages of the hotel.

There is an athletic field provided by the gift of an individual. It is known as Haldeman Field. It does not have adequate spectator facilities. It includes baseball and softball diamonds.

The school also owns several hundred acres of land and farms. While the buildings are all old and definitely worn-out, they were very clean and neat during our visit. These buildings and grounds are valued at a little over $200,000.

Personnel. At the time of our visit the school had seventeen faculty members lined up for the school year 1946-1947. There was expectancy that two other instructors would be supplied. Whether or not these were secured, we do not know.

Of the seventeen, only one (5.9 per cent) had a Ph.D. degree. There were eight (47 per cent) masters' degrees, one B.D. (5.9 per cent) and seven A.B.'s (41.2 per cent). Therefore, it is most apparent that academically the background of the faculty at Piedmont is below that of Elon. (For table, see Appendix XVII.)

Denominationally, nine of the faculty are Congregational Christians, five are Methodists, one Episcopalian and two who attend the Congregational Christian church but whose membership was uncertain.

The faculty is understaffed from the point of present enrollment during the school year 1946-1947 of 240 students with only seventeen on the faculty.

Relationship to Other Schools. The following is taken from the Piedmont College bulletin: Piedmont is a charter member of the Association of Georgia Colleges, and a member of the Association of American Colleges. Its graduates are admitted to full graduate standing in the leading universities.

Georgia has a total of 43 schools for whites. The distribution of these

schools is shown on the attached map (on file copy). Sixteen of these 43 schools are in the metropolitan area of Atlanta. The northeast section of the state is the mountainous region. Number 37 is Piedmont College, in Habersham County. Number 23 is Brenau College for Girls. This is a fairly expensive school located at Gainsville. Gainsville is a growing city at the very outer edge of the mountainous region. This school makes no pretenses in serving this immediate area, as the constituency comes from all over the South and from outside the region. All the other schools listed are junior colleges or prep schools. Piedmont is the only senior college serving the mountain area of northeast Georgia. In the northwest tip of Georgia, also serving the northern section, is a school with Baptist background but almost non-sectarian, Shorter College, also a school for girls.

Denominationally, Piedmont has never served as it was originally intended: to serve as the college to which graduates of our other high schools and junior colleges would go. It has received a number of students from Southern Union but in the main Piedmont has served its own geographical area in the mountains.

Student Constituency. The summary of facts from the student questionnaire follows: (Complete tables are shown in Appendix, Nos. XVIII - XXV.)

Piedmont: Student Enrollment - 234

1. The geographic concentration of Piedmont students is much greater than that of Elon. 92.8 per cent of the students comes from the state of Georgia. 39 per cent of the students comes from Habersham County, in which the school is located. Approximately 60 per cent of the students comes from mountain counties of north Georgia.
2. 5 per cent of the students comes from other southeastern states, along with 2 per cent outside of the region.

3. 38 per cent of the student body comes from rural areas, and another 24 per cent from crossroad hamlets under 1,000 population. Only 6 per cent of the total student enrollment comes from towns over 10,000 in population. Thus, Piedmont is more rural and serves a more immediate parish than does Elon.
4. The three leading denominations represented in the student body are Baptist, Methodist and Congregational Christian. However, at Elon, the three were reasonably close together, whereas at Piedmont 62 per cent of the students are Baptist; 19 per cent are Methodist; with only 8 per cent Congregational Christian. 81 per cent of the students have church membership.
5. 35 per cent indicated great interest in religion; 61per cent mild; with only 3 per cent no interest.
6. 27 per cent of the students do not intend to graduate. Only 21 per cent of the students expected to do postgraduate work.
7. 67.5 per cent of the students at Piedmont indicated a choice of vocation.
8. 23 per cent of the students indicated teaching as a vocation, with the second highest classification, social work, with 5 per cent. Only 4 per cent indicated religion: 6 in the field of ministry, 3 in religious education.
9. Rural students constitute 38 per cent of the student body and 42 per cent of those who plan to go into teaching. Only 2 students, coming off the farms, will be in vocations related to farm: one agriculture and one animal husbandry.
10. 50 per cent of the students came to Piedmont because of its location; 15 per cent because it was a small school. Only 3 per cent chose Piedmont because it was a church school and only 4 (1.7 per cent) students out of the 234 total enrollment chose the school for financial reasons.
11. 76 (32.5 per cent) of the students have aid: 8 per cent with scholarships, 20 per cent student work and 5 per cent scholarship and student work.

12. 8 students, or 3.4 per cent, indicated insufficient funds to finish the year. 10 students, 4.3 per cent, indicated uncertainty.
13. There is an average of 3.6 brothers and sisters per student at Piedmont.

Church and College Relationships. We have a Congregational Christian church in Demorest, but the next nearest church to Piedmont is sixty miles away. The school has not had a very close relationship with our churches in Georgia. When the young people from our rural churches go to college, most of them attend Piedmont. However, the total number is small. Within the last ten years an effort has been made in the Georgia churches to raise funds for scholarships to Piedmont. This has not met with any great success. The school does not have any young people's conferences comparable to that of Southern Union or Pleasant Hill or Elon, nor does it have any midwinter conferences for churches comparable to that of other schools. In fact, it has almost no connections with the real life of our churches in Georgia.

A few of our ministers have been trained at Piedmont. A survey of the educational background of the ministers of the area shows four Piedmont graduates. Of course, there are graduates of Piedmont who are serving churches outside the Southeast District: one in the Southern Convention, two in Florida. It is clear that, in general, Piedmont has not served as the college for our churches in the area but has served as the college for a specific geographical territory without regard to church affiliations. The largest percentage of students have come from Baptist background, as indicated in the student analysis.

Needs of the College. The school needs are stated by the president as $200,000 for four new buildings and $300,000 for endowment, making a total of $500,000. It also needs $20,000 in annual contributions to balance the current budget. An item not mentioned in the stated needs is that of debt retirement, which would take $100,000.

CHAPTER V. SOUTHERN UNION COLLEGE

Historical Background and Purpose. The history and statement of purpose of the college is found in a bulletin printed June 1946, and is taken verbatim from this record.

> "Bethlehem College, forerunner of Southern Union, established 1922 through the Southern Convention of Christian Churches. M. W. Hook, first president 1923-1924; M. L. Beougher, second president 1924-1930; 1927-affiliated with Piedmont College, Demorest, Georgia, and named Piedmont Junior College; 1930, in commemoration of the Union of the Christian and Congregational denominations named Southern Union College; F. L. Jenkins, third president 1930-1934; Ross Ensminger, fourth president 1934-1946; Paul F. Bechtold, fifth president 1946-.
>
> "Southern Union is located at Wadley in eastern Alabama, thirty miles east of Alexander City and thirty miles west of LaGrange, Georgia. It is in an area of rolling, pine-covered, cotton-raising country.
>
> "The dominant purpose of the institution is to provide two years of education beyond high school under conditions which develop Christian belief, character, and ideals and which helps young people to know what their life vocation and interests are to be. This education is of high academic quality and vocational content, financially within reach of young men and women of small means as well as those of more ample means. It is an effective combination of high scholarship standards, low expenses, and Christian emphasis that makes Southern Union of unique value to the students who constitute her student body."

Control of the College. Also taken from the same bulletin:

> "The control of Southern Union is in the hands of a Board of Trustees, the majority of whose number are members of the Congregational-Christian Church. Dr. J. T. Clack, of Wadley, is president of this board."

The Board of Trustees consists of eighteen members. It is interesting that each member of the Board must be a church member. They are elected for three-year terms. All except three of the eighteen members are in the Congregational Christian Church. There is one Baptist, one Methodist and one Episcopalian, who was

formerly a Congregationalist. Twelve of the eighteen members of the Board come from the Southern region.

Financial Status of the College. The total assets of Southern Union as of October 1946 as reported by the Auditing Committee was $122,000. A breakdown of these assets is as follows:

Table 1

Statement of Assets of Southern Union College-October 1946

Bank balance as of September 30, 1946	$ 1,495.28
Property valuation, buildings and fifty-four acres	75,000.00
Timber and farm crops	6,000.00
Endowment fund	33,000.00
Farm machinery	400.00
Motor vehicles	1,200.00
Farm animals	300.00
College furniture	1,400.00
Equipment	
Books	500.00
Heaters	75.00
Laboratory	750.00
Shop	800.00
Pumps	275.00
Heating Plant	1,200.00
Small funds	
Station Wagon	75.00
Book Store	17.00
Pianos	400.00
Total	$122,887.28

The college has adopted a budget for the present school year 1946-1947 of $30,000 (see Appendix XXVI). With an enrollment of only forty students, this represents a per capita cost of $750, of course, exceptionally high. This is a minimum operating budget. The point is, the school enrollment needs to be increased.

Equipment and Plant. The school has property, including buildings and fifty-four acres, valued at $75,000. There are two college buildings. One is

used for dining-hall and residence for girls. This is a three-story brick construction building called Kimball Hall. The other building has classrooms, administration offices, gymnasium and boys' dormitories, all combined in one.

In addition to these two school buildings, there is a president's home and a small cottage for faculty families.

There is also a shop which is a frame garage expanded to include tools for woodwork and other shop activities.

Personnel. The school has a faculty of nine. Appendix XXVII shows the degrees held by the faculty members. Biographical information has been provided about each person on the staff. (See Appendix XXVIII)

Relationship to Other Schools. Southern Union graduates are acceptable without examination in the colleges of the State of Alabama. The school, however, is not accredited; and after an examination was made by the State Department of Education in connection with a request for approval as an institution to receive G.I. students, it was turned down. The statement of the State visitors is as follows:

> "The committee has commended the sincerity of purpose and the ideals of the administration and faculty members. However, on the basis of the smallness and inadequate training of the faculty, the inadequate training of the student assistants who are teaching classes, the low salaries paid the faculty, the inadequacy of the budget, the uncertainty of the institution's financial support, the lack of instructional materials and equipment in the classrooms and laboratories, and the lack of equipment in the shop, the committee recommends that the Southern Union College not be certified at this time to give training on the junior college level to returning veterans under the provisions of the G.I. Bill of Rights."

Student Constituency. An analysis of the student body follows: (for complete information, see Appendix, Nos. XXIX - XXXVI.)

Southern Union: Student Enrollment - 40

1. 97.5 per cent of the students at Southern Union comes from the state of Alabama. 50 per cent comes from Randolph County, in which the school is located.
2. There was only one student out of the enrollment of 40 who came from outside of Alabama.
3. 57.5 per cent of the students are from rural areas. Only 2 students, 5 per cent, come from cities over 2,500 population. Thus, Southern Union serves students who come almost entirely from villages and rural areas.
4. 40 per cent of the student body is Baptist; 35 per cent Congregational Christian; 22.5 per cent Methodist. There was only one student from outside of these three denominations.
5. 60 per cent of the students indicated a great interest in religion; 37.5 per cent mild; and 2.5 per cent no interest. 75 per cent of the student body were members of a church, with 25 per cent non-members.
6. 72.5 per cent of the students expected to graduate from Southern Union and 75 per cent expected to go on to postgraduate work.
7. Only 30 per cent were definite in their choice of vocation; 35 per cent indicated a probable choice; and 35 per cent no vocation.
8. The vocational distribution shows teaching, 7; religion, 3; agriculture, 3; secretarial, 3. In the "Other" category, there were one veterinary and one forestry. Therefore, 5 of the 26 who indicated a vocational choice will be related to agriculture.
9. 21 of the students (52 per cent) chose the school because of its location; 11 (27.5 per cent) because it was small; with only one choosing it because of church college. None listed finances as a reason.
10. Over one-half of the students (52.5 per cent) have some form of student aid: 7 scholarships, 13 student work and one with scholarship and student work.

11. Only two students indicated insufficient money to complete the year's work. Four were uncertain. Only fifteen students indicated sufficient funds without assistance.

12. There is an average of 3.7 brothers and sisters per student at Southern Union.

Church and College Relationships. Southern Union College serves the churches in the following ways:

"Last summer over a hundred ministers, lay leaders and young people spent a week at Southern Union. They lived in the dormitories and had regular class schedules. They played games together and went swimming. Informal forums were well-attended. Personal conferences were not a few.

"This year we have Miss Marguerite Davison and Miss Lillian McKee on our staff. . . . We are organizing and sending out gospel teams, music and speakers with music. Every member of out faculty is interested in Christian work. Two of them are ministers, the others being thorough Christians and always ready to speak in the churches. The two ladies above and two others are native to Alabama. They know many of the church people in this area personally, and are keeping these contacts alive.

"In December we will have a pastor's conference with Dr. Warren H. Dennison. The subject will be 'Stewardship.' The pastors will live in the college halls and Wadley homes."

"At the Wadley church fourth and fifth Sundays have been days on which only Sunday School was held. The college has begun to furnish a Christian service of some kind for those days. Last Sunday the college Student Christian Association planned the meetings."

"Since there is no moving picture theatre in Wadley, we are organizing a series of motion pictures of a Christian nature to show in our gymnasium. Members of nearby churches are invited. Later we plan to take the machine out to some of the churches.

"Also, a lecture course is being scheduled. Pastors within a reasonable distance will be invited, as well as interested members.

"Five student ministers are in residence. We hope to supply needed leadership to build up the sixty-eight churches within a fifty-mile radius, and others. Superintendent David

Shepherd and the president have visions of larger parishes developing strong churches with, first, farmer-pastors (on a small scale); later with full-time pastors. Cotton and lumber are no longer the only industries here. Dairying, poultry, etc., are helping building communities."

Four ministers in the Southeast District, at the present time, are graduates of Southern Union. The school is located in the center of the distribution of our Congregational Christian churches of Alabama. Within an eighty-five mile radius, there are sixty-eight churches. The attached map (on file copy) shows the distribution of churches.

Needs of the College. The following table indicates the needs of the college:

Table 2

Needs of Southern Union College

Items	Amount
Repairs on buildings (any amount)	$3,000.00
Redecorating a dormitory room	50.00
Board, room and tuition scholarship	240.00
Half scholarship	120.00
Tuition scholarship	54.00
Room and matriculation scholarship	33.00
Board scholarship	160.00
Salary of a professor for one year (Amount required by Southern Association)	2,000.00
College station wagon	1,000.00
College truck	1,500.00
College car	800.00
Restaurant type stove	225.00
Dish-washing machine	275.00
Chapel seating	200.00
87 portable double seats, each	.40
Superintendent of buildings and grounds, one year	1,300.00
Electric refrigerator	500.00
Printing press	100.00
Fruit trees	50.00
Four compound microscopes	300.00
Carpenter's and plumber's tools	50.00
Electric water heater	110.00
Seven cement cesspool lids, each	25.00
Student desk lamps, each	3.00
Garden tractor	500.00
Two radios, each	40.00

Also any amount on ENDOWMENT, SWIMMING POOL or OPERATING EXPENSES. Or merchandise as follows: mattresses, pillows, maps, pictures, studio couch, new or used sports and game equipment, laboratory equipment, farm machinery, books and periodicals, rugs and hall strips.

The school also states that it needs an endowment of $200,000 and $100,000 for new buildings.

CHAPTER VI. OGLETHORPE UNIVERSITY

Oglethorpe University is a non-sectarian school, with Presbyterian background, located north of the center of Atlanta, Georgia. In our various visitations we had long conferences with the president of the institution. It is the judgment of the surveyors that there is no place in our denominational setup for the addition of another institution. Further, we see no possibilities of merger of either Piedmont College or Southern Union College with Oglethorpe. According to the president of the University, Oglethorpe has no intentions of becoming a denominational or even a sectional institution. The president has dreams of a specialized kind of education and hopes to attract students from all over the nation who are interested in the kind of liberal education which it hopes to provide.

A summary of what Oglethorpe is and does is found in the bulletin (in the Appendix of the file copy).

CHAPTER VII. ATLANTA SEMINARY FOUNDATION

The Atlanta Seminary Foundation is the successor to the Atlanta Theological Seminary founded in Atlanta, Georgia, 1901. At the time the institution was founded, there was no school for the education of ministers for white churches in all the Gulf states of the South. (There was a population of eight million people at the time.) Our school was the only one in Florida, Georgia, Alabama, Mississippi Louisiana and Texas. With the coming of the Emory School of Theology and the moving of Columbia Seminary, a Presbyterian institution, from Columbia, South Carolina, to metropolitan Atlanta, the immediate needs of the area were being met by the other institutions.

Atlanta Seminary had had a difficult financial time and the only solution, in 1929, seemed to be to sell the property and affiliate with the Vanderbilt School of Religion, under the name of The Atlanta Theological Seminary Foundation.

The old Atlanta Seminary and the present Foundation have been valuable to the life of the Congregational Christian churches in the South. The students who come from the Southeast district planning for the ministry, as a rule, attend Vanderbilt and the Foundation. The present superintendent of the area is a product of the Foundation.

The president's report for 1945-1946 made to the Board of Directors listed five ministers in the chaplain's corps graduating from the Atlanta Seminary Foundation, Classes of 1930, 1933, 1939, 1940, 1941, respectively.

The budget for 1946-1947 is listed at only $3,000.

Table 3

Budget for 1946-1947

Salary	$1,600.00
Travel Expense	150.00
Student Aid	1,000.00
Postage	60.00
Stationery	25.00
Stenographic Help	200.00
TOTAL	$3,035.00

To understand the Foundation it is necessary to have some background of the Vanderbilt School of Religion. The School of Religion was organized in 1875 as a biblical department of Vanderbilt University. From its opening in 1875 until 1914, it was under the auspices of the M. E. Church South. Since 1914 it has carried on its work as an interdenominational theological school under the direction of a Board of Trust.

There are two affiliated foundations with the School of Religion. In addition to our own, the Disciples Church has an affiliated relationship. They have established a student center and erected a divinity house in 1943. The house provides a space for the state offices of the denomination, the home for the state secretary of the denomination, apartments for four married students and dormitory space for fifteen theological students.

We have very little investment in the Atlanta Seminary Foundation and have secured returns which more than justify the small amount of money necessary to maintain the relationship.

CHAPTER VIII. SUMMARY

ELON COLLEGE

1. It is the feeling of the surveyors that Elon College has manifested sufficient strength, that the question of its continuance need not be raised. Furthermore, from the point of view of the regional and subregional approach which has been made in this study, there is little question of a merger.
2. The major problem Elon seems to be facing is of adequate finances to underwrite the current budget and for plant expansion and for endowment.
3. It is the opinion of the surveyors that within the area served by Elon College there is sufficient wealth for the school to secure this adequate financial base and that it ought to make every effort to be indigenously supported. Of course, it needs to be said that the school has been and is now indigenously supported.
4. The surveyors feel that Elon ought to make a critical analysis of the relationship of its curriculum to its area. This is beyond the assignment of the Survey Committee and needs specialized personnel.

   This analysis ought also to be made in the field of personnel since the problem of personnel is so closely akin to that of curriculum and program. Under the present circumstances, with the difficulty of securing teachers, such an analysis at this time might be purely formal and incapable of execution. Nevertheless, the analysis ought to be made and goals could be set up. We feel that this should be a continuing process by which the needs are analyzed and the constituency studied in relationship to the geographical area.

   The analysis might well go further and include a study of creation of attitudes upon the part of the students who come to Elon; especially is this significant in the light of the statement made by Dr. Odum that denominational colleges have been articulate in preserving cultural patterns and mores of the

South. It may be that our church schools in the South are cultural islands on which are maintained attitudes in human relationships which will be outmoded, even in state institutions.

5. In relationship to the extracurricular program of the college as it serves the churches, a more adequate program might be developed. Beginnings have been made in this direction with the midwinter institute.

PIEDMONT COLLEGE

1. The surveyors feel that it is hardly possible for Piedmont to continue as is. At the present time it is unsatisfactory to all concerned.
2. At present the financial resources of Piedmont are not adequate to maintain a first-class junior college.
3. Without doubt Piedmont has done an excellent piece of work from an educational point of view. The quality of its program has been superior to that of institutions nearby.
4. There is a definite need for a four-year college in the mountain region of north Georgia.
5. Piedmont has served a geographical region and has not been closely related to the churches of the region.
6. Its major service has been to Baptist students.
7. There are resources in Georgia to carry on a four-year school in this region, if they could be secured. However, these resources are not to be found within our own fellowship in Georgia or in the Southeast.

SOUTHERN UNION COLLEGE

1. Southern Union is located in the middle of a cluster of churches and is strategically placed to perform a major service to the denominational life in its region.

2. Southern Union has not within recent years had an adequate enrollment to justify its existence. As an educational institution, it is weak in library, plant, financial resources and faculty.

3. With adequate resources Southern Union could be a good junior college, and at the same time carry on a program comparable to that of Merom Institute and perform a genuine service both to the area and to our own fellowship.

A P P E N D I X

I

PER CAPITA PERSONAL INCOME, BY REGIONS AND STATES, 1929*

STATE AND REGION	Entire Population	Non-Farm Population	Farm Population
Southeast	$ 365	$ 535	$ 183
Virginia	431	594	182
North Carolina	317	472	167
South Carolina	261	412	129
Georgia	343	532	147
Florida	548	577	419
Kentucky	398	605	148
Tennessee	346	529	137
Alabama	331	527	141
Mississippi	287	530	173
Arkansas	311	503	185
Louisiana	438	603	186
Southwest	564	683	366
Oklahoma	503	699	243
Texas	531	690	298
New Mexico	476	549	354
Arizona	744	795	567
Northeast	881	946	366
Maine	645	689	474
New Hampshire	652	689	379
Vermont	633	761	351
Massachusetts	975	976	898
Rhode Island	881	881	859
Connecticut	1008	1028	630
New York	1365	1417	493
New Jersey	1002	1011	704
Delaware	1315	1550	368
Pennsylvania	815	865	305
Maryland	799	881	323
West Virginia	485	602	157
Middle States	715	854	262
Ohio	795	893	255
Indiana	614	748	221
Illinois	987	1091	299
Michigan	869	983	283
Wisconsin	682	807	389
Minnesota	610	802	248
Iowa	485	659	214
Missouri	675	851	189
Northwest	590	703	426
North Dakota	422	588	302
South Dakota	420	614	268
Nebraska	521	698	281
Kansas	569	686	376
Montana	698	856	435
Idaho	609	647	559
Wyoming	777	841	648
Colorado	690	772	470
Utah	600	629	496
Far West	921	953	818
Nevada	1000	1041	811
Washington	841	887	651
Oregon	757	817	563
California	1085	1066	1246

* Odum, Howard W. and Moore, H. E., AMERICAN REGIONALISM, p. 422, Holt Publishing Co., New York, New York, 1938

II

NET GAIN OR LOSS BY INTER-STATE MIGRATION*

SOUTHEAST

Year	Total Living In	Total Born In	Born in Living Outside	Living in Born Outside	Net Gain Or Loss	Per Cent Born in Living Outside	Per Cent Gain Or Loss
				NEGRO			
1900	6,831,339	7,280,017	485,351	36,673	- 448,678	6.7	- 6.2
1920	7,515,583	8,387,816	925,196	52,963	- 872,233	11.0	-10.4
1930	7,766,013	8,914,763	1,905,489	64,731	-1,840,758	21.3	-20.6
				WHITE			
1900	10,996,099	12,257,972	1,750,548	488,675	-1,261,873	14.3	-10.3
1920	15,027,730	16,546,570	2,339,164	822,324	-1,516,840	14.1	- 9.2
1930	17,525,656	19,387,294	2,884,781	1,023,143	-1,861,638	14.9	- 9.6

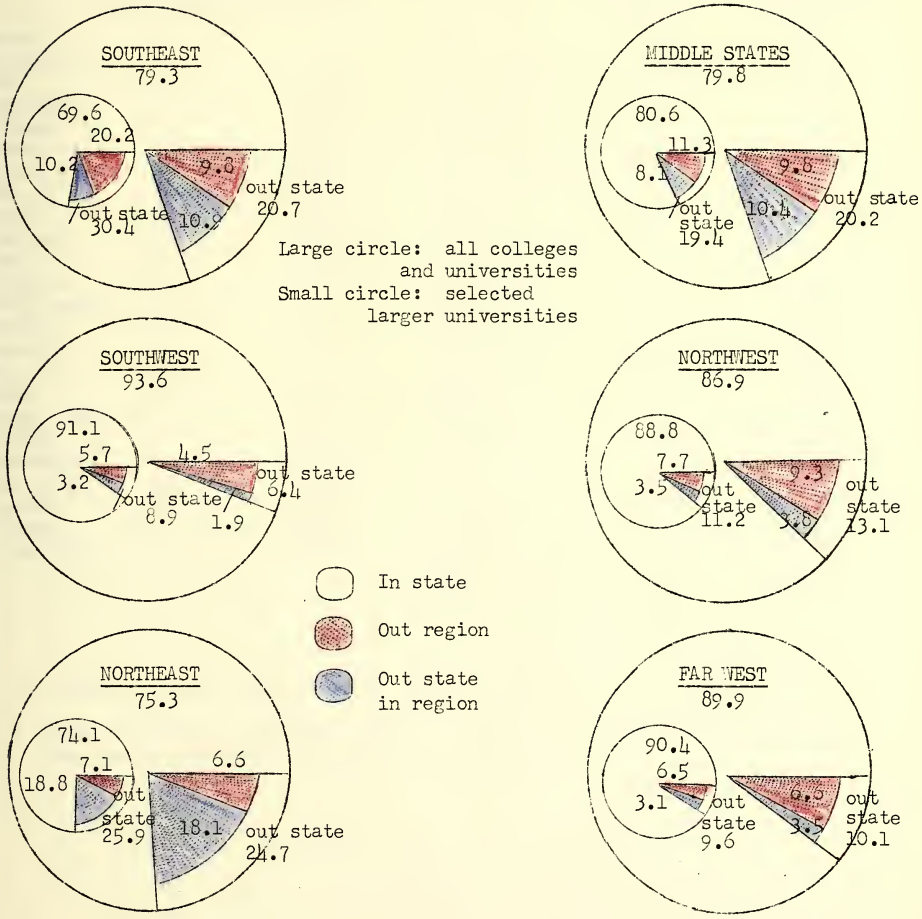
SOUTHWEST

Year	Total Living In	Total Born In	Born in Living Outside	Living in Born Outside	Net Gain Or Loss	Per Cent Born in Living Outside	Per Cent Gain Or Loss
				NEGRO			
1900	641,913	546,149	19,146	114,910	+ 95,764	3.5	17.5
1920	897,603	813,336	53,846	138,113	+ 84,267	6.6	10.4
1930	1,040,161	983,052	89,646	146,755	+ 57,109	9.1	5.8
				WHITE			
1900	2,383,462	1,940,395	166,283	1,064,350	+ 898,067	8.6	46.3
1920	5,820,850	4,404,560	432,598	1,848,888	+1,416,290	9.8	32.2
1930	6,854,511	5,546,410	675,525	1,983,626	+1,308,101	12.2	23.6

* Odum, Howard W., SOUTHERN REGIONS OF THE U.S., p. 484, University of North Carolina Press, Chapel Hill, North Carolina, 1936

III

THREE INDICES OF RESIDENCE OF STUDENTS *



* Odum, Howard W. and Moore, H. E., AMERICAN REGIONALISM, p. 542, Holt Publishing Co., New York, New York, 1938

IV

RANK IN PUBLIC EDUCATION ATTENDANCE, 1930[1] *

	Per Cent High School Graduates Continuing Education			Per Cent High School Graduates Continuing Education	
	Rank	Per Cent		Rank	Per Cent
Nevada	23	40.5	Vermont	26	39.5
California	42	34.7	New Jersey	47	28.5
Utah	25	39.7	West Virginia	9	49.2
Washington	18	41.9	New York	1	61.6
Indiana	28	38.6	Massachusetts	45	30.8
Michigan	11	44.3	Oklahoma	23	40.5
Kansas	30	38.4	North Carolina	3	56.7
Iowa	39	36.3	Pennsylvania	17	42.5
Oregon	41	35.2	Arizona	21	41.3
Wyoming	46	30.3	Delaware	2	60.5
Idaho	38	36.8			
Colorado	27	39.3	Wisconsin	34	37.7
North Dakota	36	37.3	Tennessee	9	49.2
Montana	12	44.1	Texas	5	53.1
Nebraska	48	27.1	Virginia	40	36.0
Ohio	35	37.4	New Hampshire	20	41.7
Maine	33	37.8	Georgia	42	34.7
South Dakota	19	41.8	New Mexico	14	43.3
Florida	6	50.6	Arkansas	13	43.9
Mississippi	8	50.0	South Carolina	7	50.3
Minnesota	22	40.9	Maryland	44	33.7
Missouri	15	43.2	Alabama	16	42.8
Illinois	32	38.1	Kentucky	4	54.0
Connecticut	31	38.2	Lousiana	28	38.6
			Rhode Island	37	37.2

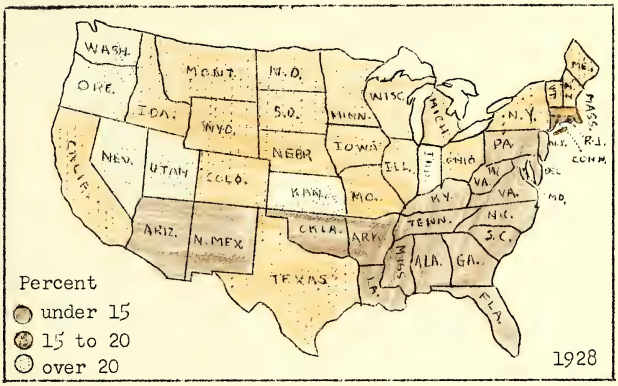
1. American School Board Journal, February 1932

* Odum, Howard W., SOUTHERN REGIONS OF THE U.S., p. 502, University of North Carolina Press, Chapel Hill, North Carolina, 1936

V

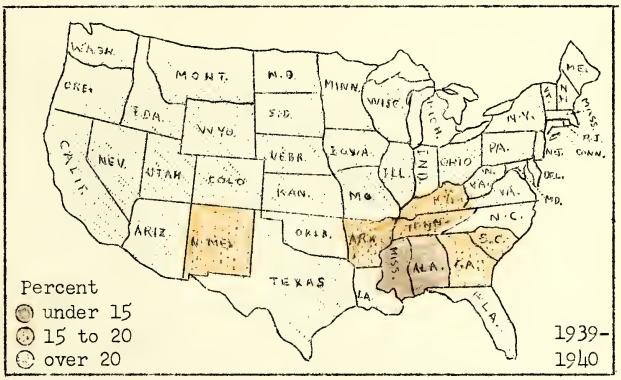
REGIONAL VARIATIONS IN HIGH SCHOOL ENROLLMENT*

(1)*



PERCENT OF PUBLIC SCHOOL ENROLLMENT IN HIGH SCHOOLS

(2)[a]



a. The latest report from the National Educational Association shows that in the 1939-1940 school year, based on the scale in 1928, the map would show only two states under 15 percent (Alabama and Mississippi), only six states from 15 to 20 percent (Georgia, Tennessee, Kentucky, South Carolina, Arkansas and New Mexico), and the remainder would be over 20 percent.

* Odum, Howard W. and Moore, H. E., AMERICAN REGIONALISM, page 534, Holt Publishing Co., New York, New York, 1938

VI

Elon College Financial Statement

PLANT:

Real Estate	$102,779.30	
Buildings	816,044.04	
Equipment	298,676.37	
Farms (Purchase price including improvements)	27,839.95	
Total		$1,245,339.66

ENDOWMENT:

Bonds	$ 31,296.00	
Stocks	153,244.78	
Notes	25,000.00	
Real Estate	100,509.63	
Cash Balance	7,679.33	
Total		$ 317,729.74
Southern Convention note		250,000.00
Grand Total		$ 567,729.74

CAMPAIGNS:

Staley-Atkinson-Newman Memorial Foundation

Cash		$ 31,028.66
Bonds		4,750.00
Pledges	(Individual)	14,584.17
	(Churches)	11,156.75
Total		$ 61,519.58

Million Dollar Campaign (Includes S-A-N Fund)

Cash		$116,161.63
Money raised prior to campaign		28,500.00
Pledges	(On file)	21,586.17
	(Churches)	11,156.75
	(Individuals)	45,000.00
Bonds		5,150.00
Total		$227,554.55

VII

Elon College
Academic Degrees of Faculty 1946
(Source: College Catalogue 1946)

Degree		No.		%
Ph.D.		7		20.6
M.A.		16		47.1
M.A.+	4		11.8	
M.A.	12		35.3	
A.B.		9		26.4
A.B.+	6		17.6	
A.B.	3		8.8	
None		2		5.9
Total		34		100.0

VIII

Elon College Student Analysis
Place of Residence by States and Counties

Place		No.		%
North Carolina		379		74.9
Alamance	148		29.2	
Guilford	36		7.1	
Rockingham	30		6.0	
Moore	13		2.6	
Montgomery	12		2.3	
Randolph	11		2.2	
Other N.C. counties (46)	129		25.5	
Virginia		76		15.0
Other Southeast States		11		2.2
Outside of Region		40		7.9
New Jersey	10		2.0	
New York	7		1.4	
Pennsylvania	7		1.4	
Connecticut	5		.9	
Others	11		2.2	
Total		506		100.0

IX

Elon College Student Analysis
Student Body by Size of Community

Size	No.	%
rural	148	29.3
under 1,000	31	6.1
1,000 - 2,499	64	12.7
2,500 - 9,999	79	15.6
10,000 - 24,999	108	21.3
over 25,000	67	13.2
unknown	9	1.8
total	506	100.0

X

Elon College Student Analysis
Student Body by Number of Children in Family

No. of children	No. of students	%
1	38	7.5
2	111	21.9
3	103	20.4
4	78	15.4
5	54	10.7
6	37	7.3
7	36	7.1
8	21	4.2
9	13	2.6
10	8	1.6
11	2	.3
12	3	.6
13	0	.0
14	1	.2
20	1	.2
total	506	100.0

modal group: 2 children; median: 3; mean: 3.1

XI

Elon College Student Analysis
Financial Status of Students

			No.	%
Total student body			506	100.0
I. 1. Sufficient funds to complete year (including G. I. Bill)	338	66.8		
2. Sufficient funds with aid of scholarship	34	6.7		
3. Sufficient funds with aid of work	91	18.0		
4. Sufficient funds with aid of work and scholarship	10	2.0		
Total sufficient funds			473	93.5
II. 1. Not certain	9	1.8		
2. Not certain, holding scholarship	2	.3		
3. Not certain, holding work	8	1.6		
4. Not certain, holding work and scholarship	1	.2		
Total not certain			20	4.0
III. 1. Insufficient funds, no work or scholarship	4	.8		
2. Insufficient funds with scholarship	1	.2		
3. Insufficient funds with work	5	.9		
4. Insufficient funds with work and scholarship	3	.6		
Total insufficient funds			13	2.5
IV. Total student body			506	100.0
Student aid:				
Scholarship	37	7.3		
Work	104	20.6		
Both scholarship and work	14	2.7		
Total student aid			155	30.6

XII

Elon College Student Analysis
Church Membership

Church Member	No.	%
Yes	429	84.8
No	74	14.6
Not given	3	.6
Total	506	100.0

Denominational Membership or Preference

Denomination	Member	Pref.		Total	%
Congregational Christian	98	6		104	20.6
Baptist	93	29		122	24.1
Methodist	122	8		130	25.7
Presbyterian	43	5		48	9.5
Other Protestant	51	7		58	11.5
Roman Catholic	9	0		9	1.8
Greek Orthodox	3	0		3	.6
Jewish	2	0		2	.3
Quaker	6	0		6	1.2
Other	2	1		3	.6
None	-	18		18	3.5
Not Given	-	-	3	3	.6
Total	429	74	3	506	100.0

Interest in Religion

	No.	%
Great	176	34.8
Mild	309	61.0
Not at all	11	2.2
Not given	10	2.0
Total	506	100.0

XIII

Elon College Student Analysis
Vocational Choice

Vocation		No.		%
Business Administration		62		12.3
Business		50		9.9
Teaching		47		9.3
Engineering		46		9.0
Religion		38		7.5
Ministry	18		3.5	
Religious Education	17		3.4	
Missionary	2		.3	
Other	1		.2	
Medicine		25		4.9
Dentistry		16		3.2
Journalism		15		2.9
Physical Education		13		2.6
Accounting		12		2.3
Law		11		2.2
Secretarial		11		2.2
Music		11		2.2
* Other		49		9.7
		406		80.2
No choice		100		19.8
Total		506		100.0

* includes only one farmer (dairy), only one social work, only one government

Vocation Indicated

	No.	%
Yes	226	44.6
Probably	180	35.6
No	100	19.8
Total	506	100.0

XIV

Elon College Student Analysis
Why Choose Elon College?

Reason	No.	%
Convenient location	179	35.4
Small	55	10.9
Family	43	8.5
Church college	26	5.1
Desired course	23	4.6
Recommended	21	4.1
Friends	20	4.0
Couldn't enter others	15	2.9
Reputation	10	2.0
Other	40	7.9
	432	85.4
Not given	74	14.6
Total	506	100.0

XV

Elon College Student Analysis
Intend to Graduate or Postgraduate

	Graduate		Postgraduate	
	No.	%	No.	%
Yes	288	56.9	127	25.0
No	127	25.1	223	44.1
Probably	10	2.0	3	.6
Indefinite	44	8.7	30	6.0
Not given	37	7.3	123	24.3
Total	506	100.0	506	100.0

XVI

Academic Training
Ministers in Southern Convention

Training	No.	%
Below High School	7	8.6
High School-1 to 3 years	6	7.4
High School Graduate	10	12.4
College-1 to 3 years	7	8.6
College Graduate	17	21.0
Seminary-1 to 2 years	6	7.4
Seminary Graduate	28	34.6
Total	81	100.0

XVII

Piedmont College
Academic Degrees of Faculty 1946
(Source: College Catalogue 1946)

Degree		No.		%
Ph.D.		1		5.9
B.D.		1		5.9
M.A.		8		47.0
M.A.+	3		17.6	
M.A.	5		29.4	
A.B.		7		41.2
A.B.+	1		5.9	
A.B.	6		35.3	
Total		17		100.0

XVIII

Piedmont College Student Analysis
Place of Residence by States and Counties

Place		No.		%
Georgia		217		92.8
Habersham	91		38.9	
Franklin	13		5.6	
Rabun	10		4.3	
Stephens	10		4.3	
Hall	9		3.8	
Pickens	7		3.0	
Fulton	6		2.6	
Gwinnett	6		2.6	
Banks	5		2.1	
Jackson	5		2.1	
Madison	5		2.1	
Hart	4		1.7	
Meriwether	4		1.7	
Other Georgia counties (29)	42		18.0	
Other Southeast States		11		4.7
Outside of Region		5		2.1
Massachusetts	2		.8	
Pennsylvania	2		.8	
Michigan	1		.4	
Not Given		1		.4
Total		234		100.0

XIX

Piedmont College Student Analysis
Student Body by Size of Community

Size	No.	%
rural	89	38.0
under 1,000	57	24.4
1,000 - 2,499	41	17.5
2,500 - 9,999	30	12.8
10,000 - 24,999	5	2.1
over 25,000	9	3.8
unknown	3	1.3
total	234	99.9

XX

Piedmont College Student Analysis
Student Body by Number of Children in Family

No. of children	No. of students	%
1	14	6.0
2	33	14.1
3	40	17.1
4	38	16.2
5	37	15.8
6	22	9.4
7	16	6.8
8	17	7.3
9	10	4.3
10	2	.9
11	3	1.3
12	1	.4
	1	.4
total	234	100.0

modal group: 3 children; median: 3

XXI

Piedmont College Student Analysis
Financial Status of Students

			No.	%
Total student body			234	100.0
I. 1. Sufficient funds to complete year (including G. I. Bill)	152	65.0		
2. Sufficient funds with aid of scholarship	18	7.7		
3. Sufficient funds with aid of work	37	15.8		
4. Sufficient funds with aid of work and scholarship	9	3.8		
Total sufficient funds			216	92.3
II. 1. Not certain	6	2.6		
2. Not certain, holding scholarship	0	.0		
3. Not certain, holding work	3	1.3		
4. Not certain, holding work and scholarship	1	.4		
Total not certain			10	4.3
III. 1. Insufficient funds, no work or scholarship	0	.0		
2. Insufficient funds with scholarship	1	.4		
3. Insufficient funds with work	6	2.6		
4. Insufficient funds with work and scholarship	1	.4		
Total insufficient funds			8	3.4

- - -

I. Total student body			234	100.0
Student aid:				
Scholarship	19	8.1		
Work	46	19.7		
Both scholarship and work	11	4.7		
Total student aid			76	32.5

XXII

Piedmont College Student Analysis
Church Membership

Church Member	No.	%
Yes	189	80.8
No	43	18.3
Not given	2	.9
Total	234	100.0

Denominational Membership or Preference

Denomination	Member	Pref.	Total	%
Congregational Christian	15	3	18	7.7
Baptist	119	26	145	62.0
Methodist	41	4	45	19.2
Presbyterian	4	0	4	1.7
Other Protestant	9	2	11	4.7
Roman Catholic	0	1	1	.4
Other	1	0	1	.4
None	2	7	9	3.8
Total	191	43	234	99.9

Interest in Religion

	No.	%
Great	83	35.5
Mild	144	61.5
Not at all	4	1.7
Not given	3	1.3
Total	234	100.0

XXIII

Piedmont College Student Analysis
Vocational Choice

Vocation		No.		%
Teaching		55		23.5
Social Work		11		4.7
Secretary (also stenographer)		10		4.3
Religion		9		3.8
Ministry	6		2.6	
Religious Education	3		1.3	
Business		8		3.4
Law		7		3.0
Engineering		6		2.6
Medicine		4		1.7
Dentistry		4		1.7
Journalism		4		1.7
Other		40		17.1
		158		67.5
No choice		76		32.5
Total		234		100.0

Vocation Indicated

	No.	%
Yes	65	27.8
Probably	93	39.7
No	76	32.5
Total	234	100.0

XXIV

Piedmont College Student Analysis
Why Choose Piedmont College?

Reason	No.	%
Convenient location	117	50.0
Small	36	15.4
Recommended	12	5.1
Desired course	9	3.8
Church college	7	3.0
Economical	4	1.7
Couldn't enter others	3	1.3
Family	2	.9
Friends	1	.4
Reputation	1	.4
Other	31	13.3
	223	95.3
Not given	11	4.7
Total	234	100.0

XXV

Piedmont College Student Analysis
Intend to Graduate or Postgraduate

	Graduate		Postgraduate	
	No.	%	No.	%
Yes	120	51.3	50	21.4
No	63	26.9	119	50.8
Probably	1	.4	2	.9
Indefinite	39	16.7	39	16.7
Not given	11	4.7	21	8.9
Now P.G.ing			3	1.3
Total	234	100.0	234	100.0

XXVI

Southern Union College Budget for 1946-1947

Account	Amount
Kitchen and Dining Hall	$ 4,536.00
Electricity	600.00
Telephones	6.00
Faculty	14,400.00
Donor List	600.00
Librarian	450.00
Superintendent of Buildings and Grounds	1,300.00
Supplies for Instruction	175.00
Repairs and Improvements	3,000.00
Two Electric Water Heaters	250.00
Cess Pool Construction and Repair	200.00
Chapel Seating	100.00
Laboratory Equipment	240.00
Shop Equipment	210.00
Periodicals	35.00
Office Supplies	25.00
Typewriters	120.00
Postage	60.00
Fuel	40.00
Operation of Motor Vehicles	450.00
Field and Garden Seed	35.00
Feed for Farm Animals	108.00
Traveling Expenses	1,500.00
Student Service Payments	2,400.00
Miscellaneous	100.00
Total	$30,940.00

XXVII

Southern Union College
Academic Degrees of Faculty 1946
(Source: President Bechtold)

Degree		No.		%
M.A.		4		44.4
M.A.+	3		33.3	
M.A.	1		11.1	
A.B.		4		44.4
A.B.+	3		33.3	
A.B.	1		11.1	
None		1		11.1
Total		9		99.9

XXVIII

Southern Union College
Biographical Information of Faculty
(Source: President Bechtold)

Prof. A. F. Davis, Purdin, Montana; B.A.-William Jewel College, Liberty, Mo.; M.R.E.-South Western Baptist Theological Seminary. Graduate work at the University of Kansas City, finishing his M.S. degree in the School of Administration at Kansas State Teachers College, Emporia, Kansas. He has served as superintendent of public schools and has had experience in church field work, instructor in science and mathematics in a Naval Flight Prep. School; Dean of College.

Prof. Wayne Prichard, B.A.-Kansas State Agriculture College, Manhattan, Kansas; 10 years of graduate work at Central Seminary, Kansas City, Kansas; high school teacher, radio expert, commercial subjects, including Advanced Accounting.

Miss Idella Myers, B.A.-Missouri State Normal College, Warrensburg, Mo.; high school teacher in St. Louis, Ind.; Industrial Arts, Woodwork, Physical Education.

Miss Lillian McKee, B.A.-Piedmont College; graduate work at the University of North Carolina; expert in social work, school work and church work; Social Science and Lunch Room management.

Miss Marguerite Davison, 2 years at Whellock College; one year at Boston University; 20 years field work with young people in the South; Assistant in English; Dean of Women; extra-curricular activities.

Prof. W. C. Edge, B.A.-Piedmont College; M.A.-Vanderbilt University; graduate work at Columbia University; Education and Mathematics.

Prof. Homer Fahrner, B.S. with honors-University of California; LL.B with honor-San Francisco Law School; editor of "Coast Investor;" Stock and Bond, 10 years; president, Financial Associates Incorp.; attorney for trustee Bankruptcy, U.S. District Court, Northern District, State of California; Boy Scout executive.

Anne B. Ensminger, B.A.-Oberlin College; M.A.-Middlebury College; instructor in Piedmont College 8 years; instructor at Southern Union 30 years; graduate work at Country Life Academy, Starr, North Carolina; Languages.

Paul F. Bechtold, Pres., B.A.-Mt. Moris College, Mt. Moris, Ill.; B.D.-Bethany Seminary, Chicago; M.A.-University of Chicago; finishing Ph.D. at Columbia University; on the staff at Columbia and Kansas University; high school principal; pastor of community churches; field work for colleges and churches.

XXIX

Southern Union College Student Analysis
Place of Residence by States and Counties

Place		No.		%
Alabama		39		97.5
Randolph	20		50.0	
Tallapoasa	4		10.0	
Chambers	3		7.5	
Clay	3		7.5	
Chilton	2		5.0	
Barbour	2		5.0	
Other Alabama counties (3)	5		12.5	
Other Southeast States (Ga.)		1		2.5
Total		40		100.0

XXX

Southern Union College Student Analysis
Student Body by Size of Community

Size	No.	%
rural	23	57.5
under 1,000	10	25.0
1,000 - 2,499	4	10.0
2,500 - 9,999	0	.0
10,000 - 24,999	2	5.0
over 25,000	0	.0
unknown	1	2.5
total	40	100.0

XXXI

Southern Union College Student Analysis
Student Body by Number of Children in Family

No. of children	No. of students	%
1	1	2.5
2	8	20.0
3	5	12.5
4	7	17.5
5	5	12.5
6	6	15.0
7	3	7.5
8	2	5.0
9	1	2.5
11	1	2.5
12	1	2.5
Total	40	100.0

XXXII

Southern Union College Student Analysis
Financial Status of Students

			No.	%
Total student body			40	100.0
I. 1. Sufficient funds to complete year (including G. I. Bill)	15	37.5		
2. Sufficient funds with aid of scholarship	6	15.0		
3. Sufficient funds with aid of work	12	30.0		
4. Sufficient funds with aid of work and scholarship	1	2.5		
Total sufficient funds			34	85.0
II. 1. Not certain	2	5.0		
2. Not certain, holding scholarship	1	2.5		
3. Not certain, holding work	1	2.5		
4. Not certain, holding work and scholarship	0	.0		
Total not certain			4	10.0
III. 1. Insufficient funds, no work or scholarship			2	5.0

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IV. Total student body			40	100.0
Student aid:				
Scholarship	7	17.5		
Work	13	32.5		
Both scholarship and work	1	2.5		
Total student aid			21	52.5

XXXIII

Southern Union College Student Analysis
Church Membership

Church Member	No.	%
Yes	30	75.0
No	10	25.0
Total	40	100.0

Denominational Membership or Preference

Denomination	Member	Pref.	Total	%
Congregational Christian	9	5	14	35.0
Baptist	12	4	16	40.0
Methodist	8	1	9	22.5
Other Protestant	1	0	1	2.5
Total	30	10	40	100.0

Interest in Religion

	No.	%
Great	24	60.0
Mild	15	37.5
Not at all	0	.0
Not given	1	2.5
Total	40	100.0

XXXIV

Southern Union College Student Analysis
Vocational Choice

Vocation		No.		%
Teaching		7		17.5
Engineering		2		5.0
Religion		3		7.5
Ministry	2		5.0	
Religious Education	1		2.5	
Medicine		1		2.5
Dentistry		1		2.5
Journalism		2		5.0
Agriculture		3		7.5
Secretary (also stenographer)		3		7.5
* Other		4		10.0
		26		65.0
No choice		14		35.0
Total		40		100.0

* includes 1 forestry, 1 "home economics," 1 designing, 1 veterinary

Vocation Indicated

	No.	%
Yes	12	30.0
Probably	14	35.0
No	14	35.0
Total	40	100.0

XXXV

Southern Union College Student Analysis
Why Choose Southern Union College

Reason	No.	%
Convenient location	21	52.5
Small	11	27.5
Family	1	2.5
Church college	1	2.5
Recommended	1	2.5
Other	4	10.0
	39	97.5
Not given	1	2.5
Total	40	100.0

XXXVI

Southern Union College Student Analysis
Intend to Graduate or Postgraduate

	Graduate		Postgraduate	
	No.	%	No.	%
Yes	29	72.5	30	75.0
No	7	17.5	4	10.0
Probably	0	.0	0	.0
Indefinite	1	2.5	1	2.5
Not given	3	7.5	5	12.5
Total	40	100.0	40	100.0